Texas Education Agency
Standard Application System (SAS)

2015–2020 Texas Title I Priority Schools, Cycle 4

Program authority:	P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003 (g)	FOR TEA USE ONLY
		Write NOGA ID here:
Grant period:	January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015.	
Application deadline:	5:00 p.m. Central Time, August 20, 2015	
Submittal information:	**Six** complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494	Place date stamp here. 2015 AUG 20 PM 2: 02 Texas Education Agency Received Document Control Center Grants Administration
Contact information:	Leticia Govea: leticia.govea@tea.texas.gov; (512) 463-1427	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
La Joya Independent School District	108912-044	Memorial Middle School	

Vendor ID #	ESC Region #	US Congressional District #	DUNS #
746001550	1	TX-028	024102451

Mailing address	City	State	ZIP Code
2610 N. Moorefield Rd	Mission	TX	78572

Primary Contact

First name	M.I.	Last name	Title
Rolando		Rios	Principal
Telephone #	Email address		FAX #
956-739-6909	r.rios2@lajoyaisd.net		956-580-6084

Secondary Contact

First name	M.I.	Last name	Title
Gloria		Ramos	Curriculum Facilitator
Telephone #	Email address		FAX #
956-225-4631	g.ramos2@lajoyaisd.net		956-580-6084

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Dr. Alda	T	Benavides	Superintendent of Schools
Telephone #	Email address		FAX #
956-323-2000	a.benavides@lajoyaisd.net		956-323-2010

Signature (blue ink preferred) Date signed

7/28/15

Only the legally responsible party may sign this application.

701-15-107-069

Schedule #1—General Information(cont.)	
County-district number or vendor ID: 108912-044	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100)– SEE NOTE	See Important Note for Competitive Grants*	☐
8	Professional and Contracted Services (6200) – SEE NOTE		☐
9	Supplies and Materials (6300) – SEE NOTE		☐
10	Other Operating Costs (6400) – SEE NOTE		☐
11	Capital Outlay (6600/15XX) – SEE NOTE		☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐
18	Equitable Access and Participation	☒	☐

*IMPORTANT NOTE FOR COMPETITIVE GRANTS: Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required and if it is either blank or missing from the application, the application will be disqualified.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 108912-044	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
☒	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
☒	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 108912-044	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒   I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that, if it receives these program funds to serve one or more campuses, it will ensure each campus receives all of the state and local funds it would have received in the absence of these program funds. As a result, an LEA must provide the TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and these program funds must supplement the *amount* of those non-Federal funds. Note, however, that the campus does not need to demonstrate that these program funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
4.	The applicant provides assurance that the education program described below is unique to the applicant. An applicant that plagiarizes or copies any other application does not meet this standard and will be disqualified.
5.	The LEA provides assurance that it will meet the following federal requirements: 1. Use its TTIPS Grant to fully and effectively implement an intervention package in each school that the LEA commits to serve, consistent with the final requirements. 2. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics, measure progress on the leading indicators in section III of the final requirements and establish goals to hold schools receiving school improvement funds accountable. 3. If it implements a restart model in a school, hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements, and it include these terms in its contract or provisions 4. Monitor and evaluate the actions a school has taken, as outlined in the approved TTIPS application, to recruit, select and provide oversight to external providers to ensure their quality. 5. Monitor and evaluate the actions schools have taken, as outlined in the approved TTIPS application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools to sustain progress in the absence of TTIPS funding. 6. Report school-level data to the SEA required under section III of the final requirements, and included in the Program Guidelines of this RFA.
6.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.

7.	The LEA/campus provides assurance that if it selects to implement the **transformation model**, the campus will meet all of the following federal requirements:
	1. Develop and increase teacher and school leader effectiveness.
	    (A) Replace the principal who led the school prior to commencement of the transformation model;
	    (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that–
	        i. Take into account data on *student growth* as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
	        ii. Uses the definition of *student growth* as: the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable

across classrooms.

    iii. Are designed and developed with teacher and principal involvement;

(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;

(D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and

(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

2. Deliver comprehensive instructional reform strategies.

(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and

(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

3. Increase learning time and creating community-oriented schools.

(A) Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:

    i. Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

    ii. Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.

    iii. Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.

(B) Provide ongoing mechanisms for family and community engagement.

4. Providing operational flexibility and sustained support.

(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and

(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

8.

The LEA/campus provides assurance that if it selects to implement the **Texas state-design model**, the campus will deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). In doing so, the LEA/campus will implement the following:

1. Pursue designation as a Texas Early College High School, with a target of earning TEA ECHS designation and full-operation as an ECHS, no later than the start of the second year of the TTIPS grant implementation period; Fall 2017.

2. Create an innovative high school that enables students to graduate with a high school diploma and an associate degree; or high school diploma and 60 college credit hours toward a baccalaureate degree.

3. Provide college credit earned through the high school years for all students at no cost; including tuition, fees and textbook costs.

4. Develop and increase teacher and school leader effectiveness through use of the Texas Teacher Evaluation and Support System and Texas Principal Evaluation and Support System.

5. While implementing for all students, the program specifically identifies students for more intensive supports. These students include those at-risk for dropping out of school, as defined in Texas state-defined criteria in TEC §29.081; and students historically underrepresented in college courses. In developing and providing the more intensive supports, , the LEA/campus will have:
   (A) Data to identify the population at risk of dropping out of school;
   (B) Quantitative and qualitative data to identify students least likely to attend college/those historically underrepresented in college courses;
   (C) Early College brochures in all languages relevant to the school community;
   (D) Written communication plan for relevant target audiences: parents, community members, school board.
   Adapted from Texas Early College High School Blueprint, Benchmark 1.

6. By the start of TTIPS full-implementation (Fall 2016), the LEA/campus will have key partnerships in place that will enable success as an Early College High School. These partnerships are marked by signed Memoranda of Understanding with current signature each year of implementation. Key partnerships include:

   (A) Partnership between the school district and an institute of higher education (IHE) that:
      i. Defines the partnership between the LEA/campus and the IHE and addresses topics including, but not limited to: the ECHS location, the allocation of costs for tuition, fees, textbooks, and student transportation;
      ii. Defines an active partnership between the school district(s) and the IHE(s), which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
      iii. Includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.
   (B) Contract/partner with the Texas Early College High School Technical Assistance provider for access to training, coaching, and technical assistance through to earning designation. Once designated, will continue work with the technical assistance provider as is required as a condition of TEA designation.
   (C) Contract/partner with a Texas Early College High School demonstration site. Demonstration sites are identified by TEA each year from 2015-2016 forward. Terms of the contract/partnership shall be designed for demonstration site/ model program for the TTIPS LEA/campus by TEA in early 2015-2016
   Adapted from Texas Early College High School Blueprint, Benchmark 2.

7. By the start of TTIPS planning/pre-implementation year (January 1, 2016), the LEA and key partners must have developed and be maintaining a leadership team focused on P-16 Leadership Initiatives that meets regularly to address issues of the ECHS design and sustainability. At minimum, the membership shall include the campus principal and individuals with decision-making authority from both the LEA and IHE.
   Adapted from Texas Early College High School Blueprint, Benchmark 3.

8. Provide a curriculum that offers a rigorous and accelerated course of study, in both college-credit bearing courses and preparatory/college readiness courses. Additionally, the program must provide students with the academic, emotional and social supports necessary to be successful in the rigorous course of study. The curriculum and supports must meet the following:
   (A) Beginning in TTIPS first year of full-implementation (Fall 2016), have curriculum in place that allows all students to graduate high school with at least six semester credit hours toward a baccalaureate

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degree.
   (B) By TTIPS second year of full-implementation (Fall 2017), have curriculum in place that enables students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by TAC §4.28); or an associate's degree; or at least 60 credits toward a baccalaureate degree during grades 9-12.
   (C) Possess a written course of study plan showing how students will progress as an ECHS graduate. The plan must provide pathway to a baccalaureate degree and follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual.
   (D) Beginning in the TTIPS first year of full-implementation, the campus will provide academic supports to the students in the form of: extended learning time sessions for tutoring, advisory and/or college readiness support time built into the program of study, and a college-readiness mentorship program.
   (E) Beginning in the TTIPS planning/pre-implementation year, the campus will provide social and emotional supports to the students, including: connections to social services, parent outreach and involvement opportunities.
   (F) Beginning in the TTIPS first year of full-implementation, the campus will provide college awareness and access services to students and families, including: college application assistance, financial aid counseling, college and career counseling.
   Adapted from Texas Early College High School Blueprint, Benchmark 4.

By the TTIPS first year of full-implementation, the campus shall provide for the administration of the Texas Success Initiative (TSI) college placement exam to students in order to assess college readiness, design individual instruction plans, and enable students to begin college courses based on their performance. Fees associated with assessment administrations must be waived/covered for all students.**Adapted from Texas Early College High School Blueprint, Benchmark 5.**

9. By the start of the TTIPS second year of full-implementation (Fall 2017), the campus will provide a full-day program at an autonomous high school; operating with:
   (A) An IHE liaison with decision-making authority who interacts directly and frequently with the campus staff and administrators;
   (B) A highly qualified teaching staff possessing appropriate level of certification, training and ongoing supports to teach college-bearing courses to high school students.
   (C) Clear opportunities for students to have regular use (at least six times per school year) of college academic facilities, regardless of early college school site.
   (D) Opportunities for high school faculty and staff to receive regular training and support; in collaboration with the IHE faculty and staff.
   Adapted from Texas Early College High School Blueprint, Benchmark 6.

The Texas concept for an Early College High School is fully described in the following resources:
   • Texas Education Agency, Early College High School program
   • Texas Education Code §29.908
   • Texas Administrative Code §4.161
   • 19 Texas Administrative Code Chapter 102 Educational Programs Subchapter GG: Commissioner's Rules Concerning Early College Education Program

The applicant provides assurances that the LEA/campus administering the state-design model will submit an Early College High School Readiness Assessment as a supplement to the TTIPS required Implementation Readiness Portfolio. Assessment forms will be provided by the TEA TTIPS program office.

The applicant provides assurances that the LEA/campus administering the state-design model will apply for Texas Early College High School designation, no later than applications are available for schools that wish to be designated for the 2017-2018 school year.

| 9. | The LEA/campus provides assurance that if it selects to implement the **Early Learning Intervention Model** in an |

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elementary school, the campus will implement in accordance with the following federal requirements:

1. Offer full-day kindergarten.

2. Establish or expand a high-quality preschool program.
   A high-quality program includes structural elements that are evidence-based and nationally recognized as important for ensuring quality. Implementation under this grant program must meet the requirements of a high-quality preschool program, as defined in the U.S. Department of Education's Preschool Development Grants program. Under this definition, program must have:
   - (A) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a state-approved alternative pathway;
   - (B) High-quality professional development for all staff;
   - (C) A child-to-instructional staff ratio of no more than 10 to 1;
   - (D) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications;
   - (E) A full-day program;
   - (F) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
   - (G) Developmentally appropriate, culturally and linguistically responsive curricula, and learning environments that are aligned with the state early learning and development standards for at least the year prior to kindergarten entry;
   - (H) Individualized accommodations and supports so that all children can access and participate fully in learning activities;
   - (I) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;
   - (J) Program evaluation to ensure continuous improvement;
   - (K) On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development;
   - (L) Evidence-based health and safety standards.

3. The LEA has assessed the benefits of contracting with a community-based provider to provide the high-quality preschool programs for students enrolled in an elementary school implementing the model, either at the TTIPS campus or through an existing high-quality child care or Head Start program within the LEA or nearby community. The LEA is aware that the preschool is not required to be physically located in the eligible elementary school. However, students must be enrolled in the grantee school that is implementing the early learning model to receive preschool services funded through the grant program.

4. Provide educators, including preschool teachers, time for joint planning across grade levels.

5. Replace the principal who led the school prior to the commencement of the early learning model.

6. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
   - (A) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
   - (B) Are designed and developed with teacher and principal involvement;

7. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.

8. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain high quality

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educators.

9. Use data to identify and implement an instructional program that is:
    (A) Research-based;
    (B) Developmentally appropriate;
    (C) Vertically aligned from one grade to the next as well as aligned with State academic standards;
    (D) Promotes academic content across a range of development: math and science, literacy and language, socio-emotional skills, self-regulation, and executive functions.

10. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

11. Provide staff with ongoing, high-quality, job-embedded professional development such as coaching and mentoring that is:
    (A) Aligned with the school's comprehensive instructional program
    (B) Designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to implement school reform strategies.

12. Operate in compliance with all regulations in the Texas Pre-Kindergarten Guidelines (PKG).

13. Utilize Texas State Board of Education approved pre-kindergarten instructional materials.

14. Enroll in the Children's Learning Institute (CLI), CLI Engage platform, and utilize the Texas School Ready! child progress monitoring assessments with pre-kindergarten students.

If selecting the Early Learning Intervention model and receiving these grant funds to support the implementation, the full-day kindergarten and full-day pre-kindergarten programs must be offered free of charge to all enrolled students.

10.

The LEA/campus provides assurance that if it selects to implement the **turnaround model**, the campus will meet all of the following federal requirements:

1. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates;

2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;
    (A) Screen all existing staff and rehire no more than 50 percent; and
    (B) Select new staff

3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;

4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;

5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;

	6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards;
	
	7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
	
	8. Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:
	    (A) Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
	    (B) Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.
	    (C) Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.
	
	9. Provide appropriate social-emotional and community-oriented services and supports for students.
	
	If selecting the turnaround model, the applicant agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.

11.	The LEA/campus provides assurance that if it selects to implement the **Whole-School Reform model**, the campus will meet all of the following federal requirements:
	
	1. Implement an evidence-based whole-school reform in partnership with a model developer.
	    (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school.
	
	2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: http://www2.ed.gov/programs/sif/sigevidencebased/index.html These approved models are supported by:
	    (A) A study of efficacy that meets What Works Clearinghouse evidence standards.
	    (B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome.
	    (C) A study which used a large sample and multi-site sampling.
	
	3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.
	
	4. The whole-school model must implement the model for all students in the school.
	
	5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner:
	    (A) School leadership
	    (B) Teaching and learning in at least one full academic content area
	    (C) Non-academic supports for students
	    (D) Family and community engagement

12.	The LEA/campus provides assurance that if it selects to implement the **restart model**, the campus will meet all of the following federal requirements:

1. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.

2. Select a CMO or EMO using a rigorous review process. This rigorous review process is a determination by the LEA that the CMO is likely to produce strong results for the school, by an assessment that schools currently operated by the CMO or EMO have produced strong results over that last three years, indicated by:
   (A) significant improvement in academic achievement
   (B) success in closing achievement gaps either within a school or relative to other public schools
   (C) High school graduation rates
   (D) No significant compliance issues in the areas of civil rights, financial management and student safety.

3. Enroll, within the grades it serves, any former student who wishes to attend the school.

If selecting the Restart Model, the applicant will contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.

13.	The LEA/campus provides assurance that if it selects to implement the **closure model**, the campus will meet all of the following federal requirements: 1. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. A grant for school closure is a one-year grant without the possibility of continued funding.
14.	The LEA/campus provides assurance that is aware that Rural LEAs are eligible to propose a modification to an element of the transformation or turnaround model. The LEA/campus has examined their eligibility to propose a modification, and assessed best-fit and benefits to proposing a modification. Under federal regulations for this program, a **Rural LEA applicant** may propose to modify one element of the transformation or turnaround model, but only in a manner that the modification meets the original intent and purpose of the element and does not eliminate the element from the resulting implementation plan. Applicants eligible to propose a modification are only those identified as eligible for the U.S Department of Education Rural and Low Income program. Eligibility lists are available here: http://www2.ed.gov/programs/reaprlisp/eligible14/index.html

15.	The LEA/campus provides assurance that if it selects to implement the **Whole-School Reform model**, the campus will meet all of the following federal requirements:
	
	1. Implement an evidence-based whole-school reform in partnership with a model developer.
	   (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school.
	
	2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: http://www2.ed.gov/programs/sif/sigevidencebased/index.html These approved models are supported by:
	   (A) A study of efficacy that meets What Works Clearinghouse evidence standards.
	   (B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome.
	   (C) A study which used a large sample and multi-site sampling.
	
	3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation

	with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.
	
	4. The whole-school model must implement the model for all students in the school.
	
	5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner:
	    (A) School leadership
	    (B) Teaching and learning in at least one full academic content area
	    (C) Non-academic supports for students
	    (D) Family and community engagement

16.	The applicant provides assurance that student families and the campus community were engaged in planning for the grant application, and the campus/district took action to solicit input from these stakeholders. This input was taken into consideration when selecting the model to implement. If awarded, the applicant commits to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.
17.	The applicant provides assurance that if selected for award, the applicant will fully engage in grant negotiations managed by TEA. These negotiations may include additional clarifications and modifications to activities, budget and performance targets proposed, if it is determined by TEA that federal requirements will not be met though the proposed program.
18.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.
19.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
20.	The applicant provides assurance that it will continue to fully engage in all required elements of Texas Accountability Interventions System (TAIS) framework; regardless of model selected for implementation. All TTIPS grant awarded schools are required to submit an annual improvement plan and quarterly progress reports documenting school's continuous processes around data analysis, needs assessment, planning, implementation and monitoring; as delineated in the TAIS framework. If awarded under this grant opportunity, the applicant also provides assurance that it will engage in necessary effort to align and complement existing school improvement strategies, goals and interventions in their final approved TTIPS grant, in order to effectively deliver a single and comprehensive school improvement plan.
21.	The applicant provides assurance that at the close of the pre-implementation period, it will prepare and submit an Implementation Readiness Portfolio to the TEA TTIPS program office. Specific requirements for the portfolio are included in the Program Guidelines for this RFA. The applicant understands that support specialists in the TEA TTIPS program office will conduct a comprehensive review and assessment of the Implementation Readiness Portfolio and qualitative data obtained through onsite observations and staff interviews. The applicant assures it will engage with the TEA program office to provide clarifications and adjustments to the portfolio, based on the review and assessment recommendations.
22.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
23.	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
24.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
25.	The LEA/campus assures TEA that data to meet federal requirements will be available and reported as requested. A list of required data elements is included in the Program Guidelines for this RFA.

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Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #4—Request for Amendment	
County-district number or vendor ID: 108912-044	Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

#	Schedule #	Class/ Object Code	A Grand Total from Previously Approved Budget	B Amount Deleted	C Amount Added	D New Grand Total
1.	Schedule #7: Payroll	6100	$	$	$	$
2.	Schedule #8: Contracted Services	6200	$	$	$	$
3.	Schedule #9: Supplies and Materials	6300	$	$	$	$
4.	Schedule #10: Other Operating Costs	6400	$	$	$	$
5.	Schedule #11: Capital Outlay	6600/ 15XX	$	$	$	$
6.	Total direct costs:		$	$	$	$
7.	Indirect cost (%):		$	$	$	$
8.	Total costs:		$	$	$	$

Revised Annual Budget Breakdown					
Year 1	Year 2	Year 3	Year 4	Year 5	5-Year Total Budget Request
$	$	$	$	$	$

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Schedule #4—Request for Amendment(cont.)	
County-district number or vendor ID: 108912-044	Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary	
County-district number or vendor ID: 108912-044	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver.

Please focus the response on the qualities that enable this specific campus and district team to achieve foundational pursuits of a school improvement undertaking: **accelerated achievement, system transformation**, and **sustained reform**.

Summarize the district commitments to achieve foundational elements through the district's:

- **Vision and focus for school reform**
- **Sense of urgent need for change**
- **High expectations for results**
- **Operational flexibilities that will be afforded the campus in a reform effort**

Summarize the district and campus capacity and ability to benefit from this grant in terms of:

- **Organizational structures**
- **Existing capacity and resources**
- **Communication structures**

Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Memorial Middle School is applying for the 2015-2020 TTIPS Grant and will use the Whole-School Reform model in order to implement a sustainable, evidence-based program designed and driven by the core goals of raising student achievement and meeting annual goals and program-term measurable objectives. TTIPS funding will help to enable Memorial Middle School to transform into a high-performance middle school that provides students with an intellectually challenging and supportive learning environment. In its pursuit to achieve this dramatic school improvement, Memorial MS is committed to undertaking efforts that promote accelerated achievement, a system transformation and sustained reform.

The La Joya Independent School District is located in the southernmost tip of Texas, only minutes away from the Mexico-Texas border. The high-poverty rural district encompasses within its boundries, isolated communites referred to as *colonias*, substandard neighborhoods that lack basic amenities of potable water, sewage systems and paved streets. The district has experienced a spiraled growth in student enrollment in part because of three colliding factors: the recent dramatic increase in violence in Mexico that has caused the area to experience in influx in recent immigrant students whose families are seeking refuge; the districts' southern boundry serves as the Texas-Mexico border; and the property valuation in the area, including areas in *colonias*, are low cost and more easily attainable than that of other Texas counties. According to home language surveys, two-thirds of La Joya ISD parents rate their ablity to speak English as very poor to none at all. With greater than 50% of the adult population lacking a high school or general equivalency diploma (GED), La Joya ISD residents' lower level of educational attainmenat is reflected in lower median household income of approximately $9,800, significantly below the national poverty level. As part of the LJISD, Memorial Middle School services approximately 800 students, grades 6 ̄ 8. 96% of students are economically disadvantaged and 60% of students meet the state criteria for being identified as At Risk.

Memorial Middle School has been identified as a Focus school under the No Child Left Behind (NCLB) Act as the result of the wide gap between the academic performance and the safeguard targets of two student groups, special education students and English Language Learners, in the area of Reading and Mathematics. In 2015, the campus was also identified as a PEG school with only 47% of seventh grade students mastering the 2014 STAAR Writing and 49% of eighth grade students mastering the 2015 STAAR Social Studies. Data gleaned from the 2014-2015 STAAR also indicates that Memorial MS failed to reach six of seven distinctions for missing academic achievement in Math, Science, Social Studies, and for failing to reach distinction goals in Student Progress, Closing Performance Gaps and Postsecondary Readiness. In this challenging "demographics" setting, the impact of TTIPS funding on student achievement would be of great magnitude.

When beginning the grant application process, the campus formed a TTIPS Team that would work with all stakeholders to gather the necessary data to make informed decisions. The team used the TAIS Needs Assessment process to identify the areas in which the grant would have the maximum impact. The Texas Accountability Intervention System (TAIS) is a continuous improvement process driven by the ongoing collection and analysis of data. TAIS is a state-accepted protocol for determining the present and future needs of a campus. This process also allows for operational flexibility and can be adjusted, as needed, to meet unforeseen future needs.

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 108912-044	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary.Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The plan includes, but is not limited to, the following components:

Critical Success Factor 1: Improve Academic Performance
- Implementation of school-wide, research-based literacy programs for all disciplines
- Purchase additional materials and other resources, including technology

Critical Success Factor 2: Increase the Use of Quality Data
- Use data gleaned from Classroom Walk-throughs and the Data Wise School improvement process to gather data
- Increase opporutnites for staff to examine student data by conducitng regular PLCs and a summer Data Teacher Workshop
- Use student data vertically and horizontally to drive instruction

Critical Success Factor 3: Increase Leadership Efectriveness
- Utilize Principal Retention Framework
- Train school leaders and implement the TAP Rubric in all core contents
- Principal and Secretary will attend training to maximize office efficiency

Critical Success Factor 4: Increase Learning Time
- Provide extended day program for all students
- Offer Summer Academic Camps
- Extend library and computer lab time that extends beyond dthe normal school day

Critical Success Factor 5: Increase Parent/Coommunity Engagement
- Partner with local agencies to create a community-oriented school through various community engagement projects
- Establish a Communites in Schools (CIS)
- Offer GED and ESL classes to parents and community members
- Particpate with the school district in working with local health care agencies to provide medical and dental services to families and community members

Critical Success Factor 6: Improve School Climate
- Significanlty enhance the school-wide social skills and bullying prevention program
- Offer intensive and intentional PBIS/Behavior Support training to reduce office referrals and develop a school culture of uniformity on the issue
- Administer suveys, including OHI and parent/community surveys

Critical Success Factor7: Ensure Effective Teachers
- Provide high quality, job-embedded teacher professional development and monitor instruction using TAP Rubric and/or the state's new appraisal system
- Utilize Teacher Retention Framework
- Provide teacher incentives correlated with student growth measures

The team researched the various costs of implementation and completed the budget outline. The result was then checked for viability when compared to the scope and intent of the grant. The team also reviewed and addressed possible future budget concerns, as needed. The team then desgined the plan to evaluate the budget health by establishing audit points through out the year. To ensure fidelity in following through with the plan, the TTIPS team determined that the school would hire a TTIPS Grant Coordinator whose primary responsibility will be to work towards the success of the plan and ensure that all CSFs are addressed.

By adhereing to the fundamental tenets of the Whole-School Reform model, all gaps, barriers and weaknesses will be addressed. Fortunately, with the support of La Joya ISD, Memorial Middle School does not foresee any discernable barriers or weaknesses in grant submission, implementation and sustainability.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 108912-044	Amendment # (for amendments only):

Program authority: P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)

Grant period: January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015.	Fund code: 276

Budget Summary

Schedule #/Title	Class/Object Code	Year 1 Program Cost	Year 1 Admin Cost	Amount of Year 1 as Pre-award	Year 2 Program Cost	Year 2 Admin Cost	Year 3 Program Cost	Year 3 Admin Cost	Year 4 Program Cost	Year 4 Admin Cost	Year 5 Program Cost	Year 5 Admin Cost	Total Budgeted Cost across all Years
#7-Payroll Costs	6100	$201,075		$	$201,075		$201,075		$201,075		$201,075		$1,005,375
#8-Professional and Contracted Services	6200	$48,121		$	$268,625		$106,161		$106,161		$106,161		$635,229
#9-Supplies and Materials	6300	$1,251,843		$	$240,000		$240,000		$240,000		$240,000		$2,211,843
#10-Other Operating Costs	6400	$152,484		$	$152,484		$152,484		$152,484		$152,484		$762,420
#11-Capital Outlay	6600/15XX	$30,337	$	$	$30,337	$	$30,337	$	$30,337	$	$30,337	$	$151,685
Consolidate Administrative Funds	☐ Yes ☐ No												
Percentage% indirect costs (see note):	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grand total of budgeted costs (add all entries in each column):		$1,683,860	$	$	$892,521	$	$730,057	$	$730,057	$	$730,057	$	$4,766,552

Administrative Cost Calculation

Enter the total grant amount requested:	$4,766,552
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$238,328

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

NOTE:

- No more than $2,000,000 per year may be requested.
- Year 1 is designed to be a planning/pre-implementation period, lasting from January 1, 2016, to July 31, 2016. Costs budgeted for this period should be reasonable and necessary for the shorter time period and type of activity.
- Years 2, 3, and 4; operating in school years 2016-2017, 2017-2018, and 2018-2019, are designed to be full implementation years.
- Year 5; operating in school year 2019-2020, is designed to be a supported sustainability year. Costs budgeted for this period should be reasonable and necessary for the type of activity.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 108912-044

Amendment # (for amendments only):

#	Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1 Amount Budgeted	Amount of Year 1 to be used as Pre-Award	Year 2 Amount Budgeted	Year 3 Amount Budgeted	Year 4 Amount Budgeted	Year 5 Amount Budgeted	Total Budgeted Costs across all Years
Academic/Instructional										
1	Teacher			$	$	$	$	$	$	$
2	Educational aide			$	$	$	$	$	$	$
3	Tutor			$	$	$	$	$	$	$
Program Management and Administration										
4	TTIPS Grant Coordinator			$88,615	$	$88,615	$88,615	$88,615	$88,615	**$443,075**
5	Title			$	$	$	$	$	$	$
6	Title			$	$	$	$	$	$	$
Auxiliary										
7	Title			$	$	$	$	$	$	$
8	Title			$	$	$	$	$	$	$
9	Title			$	$	$	$	$	$	$
Other Employee Positions										
10	TTIPS Grant Secretary			$32,500	$	$32,500	$32,500	$32,500	$32,500	**$162,500**
11	Title			$	$	$	$	$	$	$
12	Title			$	$	$	$	$	$	$
13			Subtotal employee costs:	$	$	$	$	$	$	$
Substitute, Extra-Duty Pay, Benefits Costs										
14	6112 Substitute pay			$	$	$	$	$	$	$
15	6119 Professional staff extra-duty pay			$45,000	$	$45,000	$45,000	$45,000	$45,000	**$225,000**
16	6121 Support staff extra-duty pay			$	$	$	$	$	$	$
17	6140 Employee benefits			$34,960	$	$34,960	$34,960	$34,960	$34,960	**$174,800**
18	61XX Tuition remission (IHEs only)			$	$	$	$	$	$	$
19	Subtotal substitute, extra-duty, benefits costs			$	$	$	$	$	$	$
20	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			$201,075	$	$201,075	$201,075	$201,075	$201,075	$1,005,375

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For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the Amendment Submission Guidance and Allowable Cost and Budgeting Guidance sections of the Division of Grants Administration Administering a Grant page.

Texas Education Agency

Standard Application System (SAS)

Schedule #8 – Professional and Contracted Services (6200)

County-district number or vendor ID: 108912-044   Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

	Expense Item Description	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years
6269	Rental or lease of buildings, space in buildings, or land. Specify purpose:	$	$	$	$	$	$	$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	$	$	$	$	$	$	$
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	$	$	$	$	$	$	$

Professional Services, Contracted Services, or Subgrants

#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years
1	Region One Services – Staff Development of Teachers	☐	$5,000	$	$5000	$5000	$5000	$5000	$25,000
2	Professional Services – Staff Development of Admin - Teachers	☐	$5,000	$	$5000	$5000	$5000	$5000	$25,000
3	Kagan – Staff Development for Teachers	☐	$7,000	$	$7,000	$7,000	$7,000	$7,000	$35,000
4	Success for All Training	☐	$31,121	$	$251,625	$89,161	$89,161	$89,161	$550,229
5		☐	$	$	$	$	$	$	$
6		☐	$	$	$	$	$	$	$
7		☐	$	$	$	$	$	$	$
8		☐	$	$	$	$	$	$	$
9		☐	$	$	$	$	$	$	$
10		☐	$	$	$	$	$	$	$
b.	Subtotal of professional services, contracted services, or subgrants:		$48,121	$	$268,625	$106,161	$106,161	$106,161	$635,229
a.	Subtotal of professional and contracted services requiring specific approval:		$	$	$	$	$	$	$
b.	Subtotal of professional services, contracted services, or subgrants:		$	$	$	$	$	$	$
c.	Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		$	$	$	$	$	$	$
	(Sum of lines a, b, and c) Grand total		$48,121	$	$268,625	$106,161	$106,161	$106,161	$635,229

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 108912-044

Amendment number (for amendments only):

	#	Type	Purpose	Expense Item Description		Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
				Quantity	Unit Cost							
	Technology Hardware—Not Capitalized											
	1	Elect. Scrns	Building Conferences	4	$4954		$					
	2	FlatScreens/ Hardware	Building Conferences	4	$19264							
	3	Projectors	Classroom	75	$74,925	1,226,843						$1,226,843
	4	Laptops	Classroom	75	$48,846							
6399	5	Doc.Cam.s	Classroom	75	$41,230							
	6	DsktpComps	Classroom	450	$318,654							
	7	iPads	Classroom	305	$173,545							
	8	iPad carts	Classroom	7	$3843							
	9	Printers	Classrooms	100	$59,799							
	10	Postermaker	Library	1	$8699							
	11	Cam. Bundle	Classrooms	135	$33,884							
	12	Smart Brds &Bulbs	Classrooms	80	$409,200							
	13	Doc Scanner	Classrooms	75	$15,000							
	14	PullDwnScrn	Classrooms	75	$15,000							
	15	Multi Cart	Classrooms	85	$25,500							
6399		Technology software—Not capitalized				$5,000	$					5,000
6399		Supplies and materials associated with advisory council or committee				$20,000	$					20,000
		Subtotal supplies and materials requiring specific approval:				$0	$	$	$	$	$	$0
		Remaining 6300—Supplies and materials that do not require specific approval: *Toner and ink cartridges, jump drives, multi media lamps, document camera lamps, memory cards, CDs, External hard drives, laptop carrying bags, ipad covers, replacement keyboards, VGA cables, power adapters, computer microphones, headphones, paper, pens, pencils, extra enrichment materials*				$0	$	$240,000	$240,000	$240,000	$240,000	$960,000
		Grand total:				**$1,251,843**	$	$240,000	$240,000	$240,000	$240,000	**$2,211,843**

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For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration.Administering a Grant page.

Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 108912-044

Amendment number (for amendments only): _____

Expense Item Description	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6412 — Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	$9984	$	$9984	$9984	$9984	$9984	$49,920
Specify purpose:							
6413 — Stipends for non-employees (specific approval required only for nonprofit organizations)	$	$	$	$	$	$	$
Specify purpose:							
6419 — Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	$	$	$	$	$	$	$
Specify purpose:							
6411/ 6419 — Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	$142,500	$	$142,500	$142,500	$142,500	$142,500	$712,500
Specify purpose:							
6429 — Actual losses that could have been covered by permissible insurance	$	$	$	$	$	$	$
6490 — Indemnification compensation for loss or damage	$	$	$	$	$	$	$
6490 — Advisory council/committee travel or other expenses	$	$	$	$	$	$	$
6499 — Membership dues in civic or community organizations (not allowable for university applicants)	$	$	$	$	$	$	$
Specify name and purpose of organization:							
6499 — Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	$	$	$	$	$	$	$
Specify purpose:							
Subtotal other operating costs requiring specific approval:	$	$				$	$
Remaining 6400—Other operating costs that do not require specific approval:	$	$	$	$	$	$	$
Grand total:	$152,484	$	$152,484	$152,484	$152,484	$152,484	$762,420

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In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. For more information about field trips as well as a list of unallowable costs and costs that do not require specific approval, see the Budgeting Costs Guidance Handbook, in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration *Administering a Grant* page.

Amendment number (for amendments only): _____

County-District Number or Vendor ID: 108912-044

Schedule #11—Capital Outlay (6600/15XX)

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
	6669/15XX—Library Books and Media (capitalized and controlled by library)									
1		N/A	N/A	$24,837	$	$24,837	$24,837	$24,837	$24,837	$124,185
	66XX/15XX—Technology hardware, capitalized									
2			$	$	$	$	$	$	$	$
3			$	$	$	$	$	$	$	$
4			$	$	$	$	$	$	$	$
5			$	$	$	$	$	$	$	$
6			$	$	$	$	$	$	$	$
7			$	$	$	$	$	$	$	$
8			$	$	$	$	$	$	$	$
	66XX/15XX—Technology software, capitalized									
9			$	$	$	$	$	$	$	$
10			$	$	$	$	$	$	$	$
11			$	$	$	$	$	$	$	$
12			$	$	$	$	$	$	$	$
13			$	$	$	$	$	$	$	$
	66XX/15XX—Equipment, furniture, or vehicles									
14	Office Chairs		$	$5000	$	$5000	$5000	$5000	$5000	$25,000
15	Phones		$	$500	$	$500	$500	$500	$500	$2,500
16			$	$	$	$	$	$	$	$
17			$	$	$	$	$	$	$	$
18			$	$	$	$	$	$	$	$
19			$	$	$	$	$	$	$	$
20			$	$	$	$	$	$	$	$
	66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life									
21			$	$	$	$	$	$	$	$
	Grand total:			$30,337	$	$30,337	$30,337	$30,337	$30,337	$151,685

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds			
County-district number or vendor ID: 108912-044		Amendment # (for amendments only):	

Part 1: Student Demographics- Data. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Enrollment	671		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American	0	0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic	670	99.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White	1	.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian	0	0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Economically disadvantaged	644	96.4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Limited English proficient (LEP)	134	20.4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Special Education	40	6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Disciplinary referrals	373		PBIS Accountability Summary Report
Disciplinary placements in In-School Suspension	315		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in Out-of-School Suspension	148		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in DAEP	11		2014-2015 PEIMS report #425; code #C164
Disciplinary referrals for Truancy	0		2014-2015 PEIMS report #425; code #C164
Attendance rate		95.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual dropout rate (Gr 9-12)		DNA%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual graduation rate (Gr 9-12)		DNA%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
STAAR / EOC met 2015 standard, mathematics (standard accountability indicator)	617	92%	TEA 2015 Accountability Summary Report.
STAAR / EOC met 2015 standard, reading / ELA (standard accountability indicator)	510	76%	TEA 2015 Accountability Summary Report.
ACT and/or SAT- Class of 2014, percent students Tested		DNA%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
ACT and/or SAT- Class of 2014, percent At/Above Criteria		DNA%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average ACT score (number value, not a percentage)	N/A		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average SAT score (number value, not a percentage)	N/A		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Graduates from Class of 2013 enrolled in a Texas Institution of Higher Education (IHE)		DNA%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)	
County-district number or vendor ID: 108912-044	Amendment # (for amendments only):

Part 2: Student Demographics- Comments

Please use this section to add a description of any data about students that was not specifically requested, but is important to understanding the population to be served by this grant program.

Additionally, use this space to describe trends in data, related to students seen over time in areas that are important to understanding your program plan. Applicants must include supporting evidence to explain trends. For example, projected enrollment growth would need to be supported with a report of percent gains in enrollment over the past several years. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

For over well over the past ten years, Memorial Middle School has used the STAR Renaissance Learning Reading Test to measure students' reading levels. Students are assessed at BOY, MOY, EOY and RTI, Special Education and English Language Learners take part in biweekly assessments for progress monitoring. Results of the STAAR Renaissance Reading tests consistently indicates a dire need to improve student literacy. Data shows that nearly one third of MMS students have a reading level of fourth grade or lower and over half of students are performing at a reading level of fifth grade or lower – that's over 400 middle school students reading at the elementary level. The STAAR reading data supports that all efforts need to be focused on improving students' abilty to read on grade level and above; this is the key factor in making strides across all disciplines so that MMS can raise student achievement and meet annual goals and program-term measureable objectives. With state standards increasing and 21st century skills becoming such a ciritcal demand for students to be marketable in today's workforce, the need to increase literacy attainment is curcial. Our STAR reading data indicates that we are failing our students, that teachers need intensive and intentional staff development on literacy in all content areas and most importantly, that the campus as a whole requires reform so that we can better understand how to meet the academic as well as the social/emotional needs of our under-priviledged minotry students. The whole-school reform model has the design qualities needed to turn our school around.

Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)			
County-district number or vendor ID: 108912-044		Amendment # (for amendments only):	

Part 3: Staff Demographics- Data
Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used.
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Staff	66.5		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers	50.7	76.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Professional Support staff	8.7	13.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Campus Administration (School Leadership)	3	4.5%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Educational Aides	4	6.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American Teachers	0	0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic Teachers	46.7	92.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White Teachers	3	5.9%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian Teachers	1	2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Beginning Teachers	2.9	5.7%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 1-5 Years Experience	8.7	17.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 6-10 Years Experience	12.4	24.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 11-20 Years Experience	17.8	35.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with over 20 Years Experience	8.8	17.4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Beginning Teachers	44020		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 1-5 Years	45295		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 6-10 Years	48391		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	54439		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	65182		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Staff with less than a bachelor's degree	0	0%	2015 Human Resources Report
Staff with Bachelor's degree as highest level attained	43.8	86.3%	2015 Human Resources Report
Staff with Master's degree as highest level attained	6.9	13.7%	2015 Human Resources Report
Staff with Doctoral degree as highest level attained	0	%0	2015 Human Resources Report

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)	
County-district number or vendor ID: 108912-044	Amendment # (for amendments only):

Part 4: Staff Demographics- Comments
Please use this section to add a description of any data about campus staff that was not specifically requested, but is important to understanding the population to be served by this grant program. Additionally, use this space to describe trends in data related to campus staff seen over time in areas that are important to understanding your program plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Memorial Middle School has been identified as a Focus school as the result of the wide academic gap that exists with the special education students and English Language Learners, in the area of Reading and Mathematics. In 2015, the campus was also identified as a PEG school for performance below 50% in the areas of Writing and Social studies in 2014 and 2015, respectively. The lack of cultural diversity within the staff does not lend itself to have shared experiences to expose our predominantly Hispanic student population to. Beacuase the area is also predominantly low socio-economic, many of our students lack the means to otherwise partake in other cultural experiences. Consequently, our students struggle with making real connections needed to feel intrinsic motivation to succeed. In addition, well over half of our staff has 11-20 plus years of teaching experience and 17% of teachers have over 20 years of experience. Although this speaks well of the content knowledge base of teachers, they are not adequately prepared to meet the demands of innovation and technology for preparing our students with 21st century skills. As a result, our students are lagging behind in more than just the data that reading tests can tell us. The kind of injustice that students are being dealt in schools today will not be fully understood until it is unfortunately, too late – when our students face the real-world and are unable to meet the demands of entering college or succeeding in college or even being competitive for the most attractive jobs that require a high skillset in technology such as developing apps. Although Memorial Middle School lacks the base of a younger staff, we strive to rejuvenate the current staff with staff development in improving literacy as it applies with 21st century skills. We strive to place in all classrooms, the up to date technology that students need and deserve to have access to; TTIPS funding will help us to phase out very dated and limiting computers that teachers currently have to rely on. Our demographics are challenging, the literacy level of students and the community in general is challenging... the logistics of teaching, including the technology that is readily available to our teachers and the staff development that is designed for their professional growth should be a given, not a challenge. TTIPS funding is crucial to making that happen.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 108912-044							Amendment # (for amendments only):							

Part 5: Students to Be Served with Grant Funds. Enter the number of students in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
							246	213	212					671

Part 6: Teachers to Be Served with Grant Funds. Enter the number of teachers in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
							20	15	15					50

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Schedule #13—Needs Assessment

County-district number or vendor ID: 108912-044	Amendment # (for amendments only):

Continuous improvement is a systematic approach in school reform, including processes for data analysis, problem identification, root cause analysis, goal setting, intervention design, implementation, monitoring, and evidenced-based progress reporting.

Part 1: Process Description. Describe the process and activities in which you engaged to conduct a data analysis and needs assessment; and select the model, goals, and interventions to be implemented under this grant. **In the description, include the team members involved in the planning process, frequency and timeline of planning meetings, and key activities/strategies used to facilitate decision making.**
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In determining the needs of our campus, we followed the Texas Accountability Intervention System (TAIS) process. The following is a brief description of the steps the campus followed to go through this process:

Step One: Establish Purpose of Needs Assessment and Establish the Team
The campus began by selecting a Campus Leadership Team (CLT) of experts in the areas of English Language Arts, Mathematics, Science, Social Studies, Special Education and Bilingual Education. Also, members from our Site Based Decsion Making (SBDM) committee were involved. The SBDM is comprised of teachers, staff, parents, students and community members. The team cross referenced calanders in order to set up planning meetings during which all members could attend; the team then met frequently and relied on the campus team to prepare a meeting space and reports such as those for attendance and discipline as requested (listed below).

Next, history of the campus and the existing district and campus mission statements were examined in order to make certain that the prescribed goals established by the team reflected the values of the campus. This was done so that the CLT and SBDM would have a clear understantding of the direction in which the campus needed to go to achieve the desired outcomes.

Step Two: Gather Data
Once the CLT had determined the desired outcome of the needs assessment process, data was collected to help make informed decsions. The data sources examined included:
- AEIS and TAPR reports
- Campus PBIS/Discipline reports
- Students' grades
- Attendance reports
- State assessment data including STAAR and TELPAS
- iStation Reports
- Reading Renaissance reports
- Read 180 and System 44 reports
- Parent and student surveys
- Parent focus group data
- Organizational Health data
- District 6 Weeks Assessment data
- Walk throughs data
- Lesson Plans feed back forms

Step Three: Data Analysis
The CLT reviewed all the gathered data and went through a root causes analysis process to determine and pinpoint areas of need. This enabled to the CLT to see which content areas and special populations were in greatest need. Furthermore, the data revealed both the campus strengths and areas where improvement was required. This helped narrow the focus of our needs assessment and gave the teams talking points to which to begin discussion. After reviewing the campus needs as gleaned through the TAIS process, the team selected the Whole-School Reform Model as the model that best meets the campus needs. The team then researched all of the whole-school model developers that meet the full requirements mandated by the US Department of Education: Success for All, Institute for Student Achievement (ISA), Positive Action, Small Schools of Choice.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 108912-044	Amendment # (for amendments only):

Part 2: Model Selection and Best-Fit. Indicate the intervention model selected by the district/campus for implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☐ Transformation

    ☐ with Rural LEA Flexibility modification

☐ Texas State-Design Model

☐ Early Learning Intervention Model

☐ Turnaround

    ☐ with Rural LEA Flexibility modification

☒ Whole-School Reform

☐ Restart

☐ Closure

Part 3: Please describe/demonstrate why the selected intervention model best meets the unique needs of the school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The La Joya ISD Assistant Superintendant for Curriculum and Instruction, Dr. Gisela Saenz, assisted in the decision making process for selecting the intervention model to be used. The Whole-School Reform intervention model was selected because the premise of the model, to improve the whole school top to bottom, best meets the needs of our district schools. Memorial Middle School data indicates a wide academic gap in literacy reading, writing and math. Rather than targeting a specific subject and a specific population, the Whole-School Reform program that is followed will focus on improving the whole school by addressing all subjects and all teachers. The Whole-School Reform program also addresses efforts to reform the school's management and the program engages the community and parents as well. This top to bottom reform model offers the best potential to raise student achievement and enable our school to meet annual goals and program-term measureable objectives.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 108912-044	Amendment # (for amendments only):

Part 4: Model Selection-Stakeholder Input. Please describe how student families and community members were engaged in the needs assessment and planning process:

- Describe specific actions the campus/district took to solicit input from these stakeholders in selecting the model.
- Describe how this input was taken into consideration when selecting the model.
- Describe plans to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Stakeholder Input – Community and student parents

In determining the needs of our campus, we followed the Texas Accountability Intervention System (TAIS) process of first establishing the purpose of the needs assessment and establishing the team. The team included department chairs, teachers of special education and bilingual education as well as members of our SBDM committee that is comprised of teachers, staff, parents, students and community members. Data was then collected to help make an informed decision with regards to the model that would be selected for the TTIPS grant. Data sources included discipline reports, attendance reports, organizational health reports, and walk through data.

Memorial Middle School also extended an invitation to student parents to complete a campus needs assessment survey. The survey was issued in both English and Spanish and included questions on parental involvement in developing campus initiatives and projects, whether parents need the campus to offer parenting skills classes and GED classes as well as the level of communication parents felt they had with the campus staff with regards to the campus report card and other issues.Completed surveys were submitted to the district curriculum and evaluation department for scanning and results were plotted using Pearson data resources. Results from these parent surveys were used to inform the decision on selecting the whole-school reform model. In reviewing all of the data components, MMS has secured services with Success for All. SFAF will implement the Parent and Family Involvement Team program as a part of the Schoolwide Solutions component.

Parent and Family Involvement Team

Participants of this component of the Leading for Success program work to identify what family activities could have the greatest impact on the students' success and then design implementation plans that are engaging to their community.

Members of this team participate in quarterly meetings. They identify the needs of specific parent/family groups and design plans to implement the initiatives that most meet those needs. Several essential elements that are based on best practices and research are designed to involve families and the community in ways that best support the students, teachers, and the school. Some of these essentials are:

SFAF Success Cards: Success Cards are brightly colored postcards sent to a parent at least twice a year. These cards give an unsolicited compliment to the parent's child based on a recent accomplishment.

Positive Home Visits: Positive Home Visits are meant to communicate good news to the parent regarding their child. The physical presence of the teacher at the family's home, however, establishes an even greater level of trust between the parent and teacher.

Second Cup of Coffee: This is an event that occurs once every quarter, and caters to the time constraints experienced by many working parents. Coffee is set up in the vestibule of the school, and parents are encouraged to stop and have a cup before heading off to work. Members of the Leading for Success teams and other staff are available to greet parents and discuss upcoming projects of interest.

Read and Respond: facilitates parental involvement by requiring them to read with their child 20 min each school night.

Volunteer Listeners: A volunteer listener is generally an adult who is willing to listen to a few children read, give encouragement, and, most importantly, give praise for a job well done. Staff members, older students, other parents, college students, retirees, and business and community partners should all be considered as possible listeners.

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Schedule #14—Management Plan

County-district number or vendor ID: 108912-044	Amendment # (for amendments only):

Part 1: Staff Role and Qualifications. List campus and district personnel projected to be involved in the implementation and delivery of the program. Include all positions funded in whole or part by grant resources, along with those personnel involved in the implementation, but not funded through the grant. Provide a brief description of the position role/function in the grant; and desired qualifications, type and years of experience, and requested certifications. Ensure that the list and descriptions demonstrate the district will provide effective oversight and support for implementation of the selected model. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (DCSI) (required)/Project Coordinator	Serve as district-level coordinator for TTIPS grant	Master's Degree from accredited University or higher; Standard Principal,Assistant Principal, Mid- Management or other appropriate Texas certificate; five years' experience in administration ILD/PDAS Certified Preferred but not required, other qualification as deemed necessary or acceptable by the Board; Five years of classroom teaching experience, knowledge of curriculum and instruction, effective organizational, communication and interpersonal skills; well-versed in current educational research; grant writing/management and data submission experienced required
2.	Secretary	Serve as TTIPS coordinator's secretary for MMS	Two years of Post-Secondary Training and five years of job experience as a secretary, or graduation from a recognized school of secretarial skills and two years job experience or 5 years successful employment as a school secretary within this district or in another district of comparable size High School Graduate, GED or higher ; Ability to: type with maximum accuracy 60 words per minute; use correct English, grammar, spelling & punctuation; knowledge on the basic accounting principles, budgets, purchase orders ;ability to follow oral & written instructions
3.			
4.			
5.			
6.			

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 108912-044	Amendment # (for amendments only):

Part 2: External Provider Role and Qualifications. List all external provider contractors/consultants, selected by the district/campus, that are projected to be involved in the implementation and delivery of the program. Provide a brief description of the provider's unique function in the grant; and desired qualifications, experience, and requested certifications. Do **not** include contractors/consultants provided by the TTIPS SEA office (PSP, TCDSS or TEA staff). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	Success for All	SFA Coaches	• Meets highly qualified standards as set by the SFAF
2.	Buckner	Transforms the lives of vulnerable children and builds strong families	• Case Managers • License Professional Counselors
3.	Tropical Behavior	Assist individuals who have co-occurring mental health and substance use disorders. Substance abuse aftercare services are also provided through the Federal Court System.	• Doctors • Professional Counselors • Psychologist • Psychiatrist
4.	RGV Council	Provide Cognitive Development, Behavioral Health, & Addictive Threats	• Case Managers • License Professional Counselors
5.	South Texas Behavior Center	South Texas Behavioral Health Center will offers patients and their families access to tools and information they can use to learn more about behavioral health and behavioral health disorders.	• Doctors • License Professional Counselors • Social Workers • Case Managers
6.	CAP Counseling & Assessment Preparation Clinic for Parents and Students	The University of Texas-Pan American is offering free counseling services to the community through the recently opened Counseling Assessment Preparation (CAP) Center in the College of Education.	• Counselors • License Professional Counselors
7.	Mujeres Unidas	Provide shelter and crisis intervention for women and children who are victims of domestic violence or sexual assault.	• Master's or Bachlor's Degree • Case Workers
8.	Growing Generations of South Texas	Growing Generations of South Texas works with a wide range of emotional and behavioral issues providing services that span from therapy for depression and grief counseling to parenting support.	• License Professional Counselor
9.	Mobile Crisis Outreach Unit	The Mission of Foundation 2 is to be a trusted, compassionate resource for people in crisis offering counseling, safety, and support during difficult times.	• Master's level or Bachelor's level degree in the social services field.

Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 108912-044	Amendment # (for amendments only):

Part 3: Commitment and Succession. Describe how the campus and district will ensure that all project participants remain committed to the project's success. Describe your succession management strategies and how this will enable the campus and district to deliver continuous high-quality programming when there are changes in key project personnel. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Several factors will contribute to ensuring that all project participants remain committed to the success of the TTIPS whole-school reform project implemented at MMS. First and foremost is the buy-in that has already been established with the campus staff. As described in the Process Description, various activities were conducted in order to establish a data analysis and needs assessment of the campus. Key team members were involved in the planning process including campus leaders such as team leaders, department chairs, campus administrative team as well as community members. The team met frequently for planning sessions and the campus needs assessment results were reviewed and prioritized based on the greatest needs as they were aligned with the purpose of the grant program, to raise student achievement and help MMS to meet annual goals and program-term measurable objectives. The interventions were then designed to: improve the academic programs at MMS, increase teacher and leader effectiveness, increase the use of data to drive instruction, to increase learning time for students thorugh extended day/year programs and increase learning time for teachers by way of professional development and to increase the level and quality of family/community engagement and to significantly improve the school climate. As these are the key needs/goals identified by a large faction of key campus stakeholders, the participants of the TTIPS whole-school reform program are committed to the success of the project.

Additionally, Memorial Middle School campus leaders in collaboration with the TTIPS grant coordinator will prepare monthly reports to detail the success of meeting project goals and how meeting the established audit points align with the overarching goal of improving student achievement. These monthly meetings will be crucial so that all participants see how their efforts affect the success of the campus as a whole. This will help staff to establish ownership of the grant initiatives so that we can ensure a deep sense of urgency and intrinisic commitment to the success of the project.

Succession management strategies
At the start of each school year, MMS will devote a significant amount of leadership development time toward reviewing program outcomes from the previous year and clarifying measures for each intervention. From this analysis of the data, our campus leadership team, including the MMS administrative team and the TTIPS grant coordinator, will set performance benchmarks for the upcoming school year. Strategies, the person or people responsible for ensuring that each intervention benchmark/audit point is met, and timelines for each objective will be outlined so that the final product will serve as our strategic operational plan for the school year.

Responsibility for creating and overseeing this specific operational plan lies with the MMS Quality Management Team (QTM) comprised of the school principal, assistant principals and TTIPS grant coordinator so that the set benchmarks and audit points will continue to be the operational plan regardless of any change in key project personnel. By meeting on a monthly basis to monitor and evaluate progress on the indicators, MMS will be enabled to deliver continuous high-qualtiy programming.

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 108912-044	Amendment # (for amendments only):

Part 4: Sustainability. What elements of your proposed project are designed to significantly increase capacity or create a lasting change to campus culture and practices that shall be sustained after the grant period ends?How will the LEA provide continued funding and support to sustain the reform after the grant period ends?
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Increase Capacity / Create a lasting change to campus culture
Interventions implemented through TTIPS funding will be used to build the base of increased capacity of MMS teachers and staff. The Whole-School Reform format will transform the campus into one with a professional knowledge base that has both breadth and depth in various content and critical skills areas. Years 1-3 will be largely focused on intensive and intentional PD in content and skills while the ladder years will be focused on maintenance and building leaders so that our staff has both the knowledge and the leadership skills to mentor new teachers, to maximize the extent of the new knowledge by training other teachers in the school district and across the state and to keep leaders learning, recognizing that the best way to know, is to teach. After the grant period ends, norms vital to the success of the campus will continue to be in place including structures such as the predetermined teacher conference periods. For example Mondays – Team Planning; Tuesday – Grade level department planning; Wednesday – Grade level meetings with admin; Thursday – Parent contact time; Friday – Data review and lesson planning. Enhanced Professional Learning Communities, PLCs, will continue to be in place beyond the life of the grant. MMS will use flexible scheduling to give priority to continuing PLCs throughout the years.

The external provider that MMS will partner with, Success for All Foundation, will provide robust professional development over the course of the grant to enable our school to build the internal capacity to sustain the implemented strategies to improve student achievement. Key campus leaders will participate in additional training in the GREATER Coaching process, which provides the skills and practice to provide coaching to colleagues using a data-driven decision-making model. GREATER Coaching enables schools to build the internal capacity to sustain the whole-school reform model in later years, with minimal support from SFAF. The level of professional development tapers off during the five years of the grant to a level appropriate for experienced sites focusing on refinement of the implementation. By the end of Year 5, MMSI can exercise the option of maintaining a minimal association with SFAF in order to obtain online data tools support, updates to program materials, access to online professional learning communities and yearly conferences, and limited onsite support. It is expected that MMS will be achieving these goals before Year 5 and be well positioned to support the refinement of the model with school staff and only minimal support from SFAF. Beyond the five years of the grant, our school will continue to partner with SFAF to provide this refinement level of professional development and support.

After the five years of the grant , Memorial Middle School will seek to secure other funding sources to continue efforts under the Whole-School Reform Model and, as is possible, MMS will continue the partnership with SFAF to provide the professional development and support necessary to sustain the program that is in place. Planned funding sources include Title I funding and other state/local funds that are available. In addition, the technology that is much needed to update the lagging infrastructure at MMS that is laregely impeding our success can and will be maintained with the annual campus budget; MMS will commit 15% of the annual budget to maintain campus technology. This commitment will help the campus ensure that TTIPS initiatives are effectively sustained.

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Schedule #15—Project Evaluation	
County-district number or vendor ID: 108912-044	Amendment # (for amendments only):

Part 1: Establishing Performance Measures. Describe the processes used to establish challenging yet attainable performance measures that will result in substantially improved student achievement and the campus' ability to exit lowest-performing status. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In order to establish challenging yet attainable goals that will result in substantially improving student achievement at Memorial Middle School, the TTIPS team reviewed various sources of data to ensure that the program design provides intentional support. The data sources included:

DMAC Reports
Campus PBIS/Discipline Reports
Students' grades
State assessment data, including STAAR and TELPAS
iStation MOY/EOY Reports for 7th grade students
PIEMS data
Parent and Student Comprehensive Needs Assessment surveys
Teacher Comprehensive Needs Assessment surveys
District 6 Weeks Assessment data
Classroom Walk-through Observation summaries

These data are critical tools for improving the academic outcomes of all students, including special education and English Language Learners. At Memorial Middle School, progress monitoring checkpoints are implemented to help provide direct links between assessment and the instructional process. The campus also relied on the district curriculum and evaluation team to help set challenging yet attainable goals aligned with the identified academic needs of the campus.

Part 2: Data Collection. Describe the processes for collecting data at a detailed level to inform effectiveness of each intervention. Data at a detailed level would include examples such as: participation rates at the activity-level, dosage rates of an intervention per student, teacher practice observed rates at the targeted strategy-level, or academic outcome data at the activity-level per student. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

La Joya ISD has a proven successful partnership with Region 7 Education Service Center for access and use of DMAC Solutions, an array of web-based software that MMS teachers utilize for data disaggregation of state and local assessments. The data reviewed for the TTIPS grant will include collections at BOY, MOY and EOY for each year and will be compared across academic school years. The effectiveness of each intervention will be measured through instructional data as well as data in the form of lowered discipline referrals, higher student and teacher attendance and teacher surveys. The data collected will help to monitor student participation and the level of effectiveness of the interventions. Each school year will begin with an analysis of data that tells us where we are and campus leaders will review where we need to be. Most crucial at the start of each year is that staff will then analyze the interventions that will be in place to help us get where we need to be and ask ourselves, "What is my part in helping us get there?" so that we have buy-in from all staff to ensure all interventions are implemented with fidelity.

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Schedule #15—Project Evaluation (cont.)	
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Part 3: Assessing effectiveness of interventions. Describe the processes and staff responsible for assessing the effectiveness of program activities and interventions on an ongoing basis. How are problems with project delivery to be identified and corrected throughout the project?
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point

Memorial Middle School teachers and administrative team will hold monthly department and faculty meetings as audit points to review and evaluate the status of grant initiatives. Meetings will be structured to begin by celebrating contributors to recognize efforts followed by a detailed review of data for current intervention activities in place that includes participation rates of each activity, success rates of meeting the targets set for each activity and growth/success rates.

The faculty team, that includes all campus stakeholders (Admin team, grant coordinator, teachers, and social worker), will then be assigned into focus teams to follow a project analysis framework to evaluate progress. Focus teams will consider commom principles: What are we trying to accomplish? Have we reached the established targets? What are the barriers/facilitators to success? What needs to happen next? This process provides an ongoing forum to identify problems with project delivery and establish means for correcting the problems throughout the project.

Activity	Evaluation/Frequency	Accountability
Improve Student Achievement in Reading/Math/Science /Social Studies for all students including SPED/LEP	State Assessment/ 6 Wks Tests; Benchmark 2 x Year	Grant Coord. /Admin
Increase staff autonomy & innovativeness % in staff Orginzational Health (OHI)	OHI Survey/ BOY, MOY, EOY	Admin. Team
Administrators engage in Professional Leadership Development via book study and self reflection essay sessions	Reflective Essays/ Certificate of Completion BiWeekly	Grant Coord / Admin Team
Implement Extd Day Program (incl Sat. Academies)	Attendance Roster /Weekly	Grant Coord/Admin
Summer Rdg/Math Academies	Attendance Roster / 5 x Week, June	Dept Heads/ Grant Coord
Increase parental involvement (volunteers,guest speakers etc)	Sign In Rosters/ Monthly	Social Worker / Admin
Parental Educational Classes such as GED, Parenting Skills, Self-Sufficiency Classes	Sign In Rosters/ Meet Program Requirements	Social Worker / Admin
Establish a Parentral Involvement Committee	Sign in Roster/Monthly	Social Worker
Family Meetings – Outside of school – park, neighborhoods	Sign in Roster /Monthly	Social Worker
Continuing education stipend for teachers and assistants	Transcript, passing B+	Grant Coordinator
Teacher Appreciation Recognition (motivational tokens)	Checklist/bi-weekly	Grant Coordinator
Student Recognition Activities (Awards, field trips, incentives	Sign in sheet / 10 x year	Grant Coordinator
Staff Team Building Sessions	Sign in Sheet / 4 x year	Grant Coord/Admin
Provide extra planning time for vertical/horizontal alignment	Sign in Sheets / Monthly	Dept Head/Admin/GC
Teachers and Admin attend PD Sessions/School Improvement and Model Schools Conferences	Completion Certifacte / Annually	Grant Coord
Improve Teacher Quality/Performance (90% achieving prof)	PDAS Evaluation/ Annual	Admin. Team
Peer Observation & Feedback Sessions	Observation Forms/4xYear	Dept. Heads
Improve Reading Participation in Reading Renaissance	Monthly Rdg Ren Report	Librarian/Grant Coord.
Improve Student Attendance Rate	TAPR/Daily Reports	Campus Clerk

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 108912-044	Amendment # (for amendments only):

Statutory Requirement1: Describe your rigorous review process used to select highest-quality and best-fit external providers for your project. Include processes to:
- Identify a reasonably sized pool of prospective external providers
- Assess level of experience in delivering the work
- Determine a history of prior success; consistent strong results in similar projects
- Conduct a risk-assessment related to contracting
- Execute final selection and procurement

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After reviewing the campus needs as gleaned through the Texas Accountability Intervention System (TAIS) process and selecting the Whole-School Reform Model as the model that best meets the campus needs, the TTIPS team researched all of the whole-school model developers that are suggested by and meet the full requirements mandated by the US Department of Education. Included were the following models:

Success for All
Institute for Student Achievement (ISA)
Positive Action
Small Schools of Choice

The team took into consideration the scope of the needs of the campus including the that are academic as well as social needs of our students, our student demographics and the professional development needs of teachers and teacher leaders.The team found that the Success for All reform model program had the most appropriate design to meet the campus needs and Success for All has proven to have a statistically significant and positive impact on student achievement of low performing/high poverty students which accurately describes the demographic of MMS students.

The Success for All reform model indicates an awareness of the dramatic problem of minority students performing low in reading performance assessments. The program is designed to help ensure that students in high-poverty schools have success in acquiring basic skills by implementing a coordinated, multiyear program of prevention and early intervention. The program elements of the Success for All model includes reading tutors, reading programs, family support team and teacher training. These program elements "help all teachers in high-poverty Title I schools use proven strategies to ensure reading success." *
Examples of proven strategies are:
- Comprehension-focused instruction in which students work in small teams to help each other use comprehension strategies
- Small group or one-to-one computer-assisted tutoring for struggling readers
- Family literacy programs (in support of their children's reading and involvement of parents to solve problems)
- Schoolwide data-driven leadership structures
- Extensive professional development to ensure effective implementation
- Coaching to constantly impove teachers' skills
- Opportunites for educators to share best practices within and between schools

Success for All meets statuatory requirements as mandated by the USDOE. Efforts to do so prove to be consistent with the needs of our campus. For example, Success for All addresses school leadership by providing innovative leadership development that provides the principal a network of other SFAF principals and designs a team of campus staff that meets regulary with SFAF coaches to review data and make plans to solve identified problems. In addition, the program provides non-academic spport, recognizing that in "high-poverty Title I schools, a focus on academics is not enough." *
SFAF provides non-academic interventions such as Getting Along Together (GAT-2), an extensive program designed to build students' non-acadmic

* USDOE, Approved Whole-School Reform Models, Success for All Narrative Descpription

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 2:External Provider Oversight. Describe your rigorous and ongoing process to provide oversight to external providers to ensure their continued quality and success in meeting project deliverables. Include in the description:
- Proposed schedule to regularly review external provider performance
- Campus/district personnel responsible for oversight and management of providers
- Process/instruments used to measure and monitor success of providers
- Corrective actions or additional supports utilized to improve provider performance
- Criteria/sequence of actions to be taken to remove/replace a low performing provider

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Memorial Middle school is committed to implementing a rigorous and ongoing process of reveiwing the services implemented by the external provider. Campus leaders including the administrative team and department chairs will meet on a weekly basis with the TTIPS grant coordinator to evaluate the progress in meeting the audit points as scheduled and required. The focus and intent of these work sessions will be to both assess the progress and to identify gaps and weaknesses in order to establish a protocol for getting back on track. According to the findings, the team will identify and make contact with the key personnel from the external provider that will need to be involved in meeting the necessary demands to meet the audit point expectations. It is the goal of MMS to meet and exceed all the TTIPS intervention activity goals and to do so in a timely manner.

Through weekly meetings with key staff, MMS will ensure continued quality and success in meeting the project deliverables by the external provider.

Proposed schedule to regularly review external provider performance
- Weekly meetings to be set every Monday at 3:00 PM in campus conference room

Campus/district personnel responsible for oversight and management of providers
- MMS administrative team, MMS department chairs, MMS TTIPS grant coordinator

Process used to measure and monitor success of providers
- MMS will use the following process for collecting data: Six steps to success
  1. Identify issues and/or opportunites for collecting further detailed data
  2. Select issues and/or opportunities and set benchmark goals
  3. Plan an approach method with key stakeholders including the external provider rep.
  4. Collect data
  5. Analyze and interpret the data
  6. Act on results as needed – Celebrate success/Create an action plan

Corrective actions or additional supports utilized to improve provider performance
- Develop an action plan that targets the needs
- Identify the cause, the barriers or gaps that existed
- Seek feedback/input from staff regarding the missed target
- Create a summary of the results that includes data on both the first and second attempt to meet the targets

Criteria/sequence of actions to be taken to remove/replace a low performing provider
- The detailed summary of attempts to meet the targets and audit points established by/for the external provider will be presented to district level personnel and the school board when necessary to seek support with the external provider or support in replacing the external provider if deemed necessary.

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Statutory Requirement 3:Pre-Implementation Year. List and describe primary activities planned for the Planning/ Pre-Implementation period in the grant to occur from January 1, 2016-July 31, 2016. These activities shall be designed to prepare the district and campus for stronger full Implementation than would be possible without Pre-Implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

1.	SFA consultants and school leaders will continue a review of district/school policies and procedures, and provide advice and possible solutions to school-design issues such as school calendar and schedule development, budgeting, Board of Education (BOE) and collective-bargaining agreement issues.
2.	SFA consultants will conduct an initial two-day assessment with district/school leadership, community organizations, collective-bargaining organizations, and BOE representation. This assessment will allow consultants and district/school leadership to continue developing the plan for full implementation in Year 2.
3.	SFA coaches will present workshops for the superintendent, principal, SFA facilitator, and the Schoolwide Solutions coordinator. Participants will gain an understanding of the schoolwide structures, including data-based goal setting, progress-monitoring tools, and instructional processes that form the SFA approach.
4.	SFA coaches will conduct a Leading for Success planning kickoff meeting with the school's Leadership team. This meeting will be in preparation for the program-introduction workshops that will be conducted for the full staff in Year 2.
5.	SFA coaches will present introductory workshops for the staff responsible for implementing the Schoolwide Solutions component.
6.	Implementation begins for the SFA component: Schoolwide Solutions.Family/Community outreach under Schoolwide Solutions will include communicating the emerging vision for change and the transformations taking place in the school and the role each stakeholder will play in its success.
7.	SFA coaches will visit each school throughout the year to provide coaching related to the Schoolwide Solutions component.
8.	During visits, coaches will review progress and will carry out observations of classrooms, discussions with teachers, reviews of student progress data with teachers and school leaders
9.	Principal, SFA Facilitator, Schoolwide Solutions Coordinator attend three-day Experienced Sites Conference.
10.	Campus will conduct a comprehensive needs assessment on technology and equipment that is needed per classroom/teacher in order to meet the requirements of the SFA program.
11.	Campus leaders will work with the district HR department to post the job openings of campus TTIPS grant coordinator and TTIPS clerk and ensure that district protocol is followed.
12.	Campus adminisistrative team will interview and hire TTIPS grant coordinator and TTIPS clerk, ensuring that district protocol is followed.
13.	Campus leaders, SFA staff and key stakeholders will review the calendar and reserve 10 meeting dates to ensure that all key stakeholders are available to review progress and analyze success of meeting benchmarks.
14.	Campus leaders will create a calendar of professional development training dates throughout the year; designate the key staff to participate in trainings; develop the plan for follow up and follow through.
15.	
16.	
17.	
18.	
19.	

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Statutory Requirement 4:Coordinated and Integrated Efforts. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds?
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Increase teacher and leader effectiveness and increase learning time for educators: The La Joya Independent School District employs a model of TEP time, Time Equivalency Program. Through this program, all staff including professional, para professional, clerical and auxiliary staff, have the opportunity to select 16 hours of professional development for which they receive in essence, "time credit" by way of an extended holiday break, extended by two work days. Rather than participate in two days, 16 hours, of staff development usually designated by the campus, a one-size-fits-all training, staff are able to select professional development that meets their own individual needs. Our school district offers an array of staff development including SIOP strategies for English Language Learners, discipline, using Excel worksheets and developing apps. However, the staff is not limited on district-offered professional development. Staff is able to attend professional development offered nationwide provided the hours meet their professional needs and are approved by the campus principal. Memorial Middle School will utilize the district's TEP program to help strengthen the efforts to meet our goals. Staff will be hired as needed to train other staff members so that the wealth of new knowledge is widespread. This will help ensure that TTIPS funds used on professional development will not be squandered on repeated sessions and will empower staff by building them as leaders and creating a strong professional network within the campus.

Increase Learning Time Through Extended Day: MMS does not currently have an extended day learning program for students. However, the school district has middle schools that have programs currently in place. MMS will utilize the structure of the extended day program that is effective at other district middle schools, such as the daily/weekly schedule, transportation schedule, duty staff schedule to ensure focus is placed where they need to be – on the curriculum program.

Increase the use of data to drive instruction: The La Joya school district currently has in place several structures that will continue to be used to help analyze the program evaluation. First and foremost, MMS will continue to use DMAC, a web-based software MMS teachers utilize for data disaggregation of state and local assessments, as well as STAR Renaissance Learning, standardized, computer-adaptive assessments of skill (reading, math, literacy) used to provide data on student growth and achievement. These resources will continue to provide the crictical data needed to help teachers tailor instruction to individuals and will also help monitor the progress of attaining benchmark goals.

Coordinating efforts to increase family/community engagement and improving school climate: Campus leaders will also help to put structures into place that will maximize campus efficacy: the MMS discipline clerk will prepare reports on discipline referral by infraction on a weekly basis; the MMS campus attendance clerk will prepare reports on student attendance on a weekly basis and help to log student excuses; the MMS campus social worker will help lead efforts to bolster parent participation and will prepare reports on a monthly basis of parent participation in TTIPS activities; the MMS head secretary will log and prepare reports of teacher absences as well as help to create small incentives as rewards for teachers with monthly perfect attendance such as structuring an extended lunch priviledge; MMS counselors will prepare reports on student attendance to non academic activities as well as prepare a log of student contacts.

Only by utilizing the current staff in a structured and purposeful way can our campus maximize effectiveness of grant funds to substantially raise the achievement of our students and enable our school to meet our annual goals and program-term measureable objectives – the ultimate purpose of the TTIPS program.

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Statutory Requirement 5:Principal Replacement

Applicants proposing a **TRANSFORMATION, EARLY LEARNING** or **TURNAROUND** model must replace the principal who led the school prior to the commencement of the model. **Specifically, for Cycle 4 implementation, the principal's first year at the applicant organization must have began at or during school year 2014-2015. The principal may not have been principal of the applicant organization prior to school year 2014-2015.** These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Early Learning or Turnaround model, shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name of principal who will be in place through the implementation of the model:	N/A
Hire date, or anticipated hire date of the principal who will be in place for implementation of the model:	N/A

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Statutory Requirement 6:Rural LEA Flexibility

Rural LEA Applicants proposing a **TRANSFORMATION** or **TURNAROUND** model have the *option* to propose a modification to one element of the model. If proposing to modify one element of the model under the Rural LEA Flexibility option, please respond to the prompts in the table below.

Applicants not proposing a modification/ not eligible to propose a modification shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Element in the model selected for modification:	N/A
Description of the modification:	N/A
How intent of the original element remains/will be met:	N/A

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Statutory Requirement 7:Evaluation Systems for Teachers and Principals, accounting for student growth
Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN,** or **EARLY LEARNING** model must use a rigorous, transparent, and equitable evaluation system that takes into account student growth as a significant factor. Please review the description of requirements of the evaluation systems under these models in Schedule #2 Provisions and Assurances.
These applicants shall respond to the prompts in the table below.
Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the data sources for student growth accounted for in the teacher and principal evaluation system. Include how student growth is weighted in evaluation:	N/A
Describe how the evaluation system design includes multiple observation-based assessments and ongoing collections of professional practice:	N/A
Describe how the evaluation system was developed with teacher and principal involvement:	N/A

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Statutory Requirement 8:Educator Reward and Removal

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN,** or **EARLY LEARNING** model must have protocols to identify and reward school leaders, teachers, and other staff who have increased student achievement; and identify/remove those who have not improved their professional practice. Please review the description of requirements for educator reward and removal under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the rewards available for educators who have increased student achievement in implementing the model:	N/A
Describe protocols/interventions to support teachers who are struggling to improve professional practice:	N/A
Describe the criteria established for educator removal:	N/A

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Statutory Requirement9:Non-Academic/Social-Emotional Supports for Students

Applicants proposing a **TEXAS STATE-DESIGN, TURNAROUND,** or **WHOLE SCHOOL REFORM** model must include comprehensive provisions for appropriate non-academic supports, including social-emotional and community oriented services.

These applicants shall list and describe the non-academic, social-emotional, and community-oriented services that will be provided to students in the space below.

Applicants not proposing a Texas State-Design, Turnaround, or Whole School Reform shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Organizations and Clubs will provide a variety of experiences that will encourage students to broaden their knowledge and increase their enthusiasm for their chosen area. Students will be provided with opportunities for social interaction with other students. Sponsors will assist students to develop a more positive and realistic attitude toward themselves and their peers.

Organizations and clubs	Purpose
Student Council	1. Plan and organize activities and projects which will foster the social growth and civic development of the BDS students in grades 6-8. 2. Assist the school in other projects that benefit the students and the school. 3. Give middle school students a voice in matters that affect them.
Reading Club	The purpose of the Reading Club is to create an opportunity for people to become enthusiastic and enthralled with the wonderful world of literature.
Beautification Club	To improve the physical beauty of Memoiral Middle School to reflect the academic success of its students and show the students how much we value them in this community.
Chess Club	The chess club promotes the instruction and/or training of our members in the game of chess, thereby improving or developing their higher order critical thinking capabilities.
Debate Club	The Middle School Debate seeks to provide a forum for intellectual discussion among students with diverse perspectives.

Group and Individual Counseling will be provided to help individuals work through their feelings and thoughts.
- Group counseling is a form of therapy, which posits that people benefit from shared experiences. One of the main principals behind groupcounseling is the idea that dealing with specific issues may cause isolation and a feeling that one is alone in facing his or her problems. This form of counseling attempts to counteract isolation by assembling people with similar issues to enforce that difficulties are not singular to one person. Additionally, knowing other people with similar troubles can be comforting to individuals who may not have access in their own family and friends to people with the same problem.

Individual Counseling will focus on the individual's immediate or near future concerns. Individual counseling may encompass career counseling and planning, grief after a loved one dies or dealing with problems at a job before they become big.

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Statutory Requirement 10:Developing an Early College school-wide strategy

Applicants proposing a **TEXAS STATE-DESIGN** modelmust deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Identify the IHE partner in place for the early college high school development and implementation. Include the title/role of the IHE primary point of contact, and essential agreements reached at this point:	N/A
Propose an Exemplar Early College High School partner campus in place to serve as the demonstration site/model school. Explain why this school is an good partner for your development:	N/A
Describe the sustainable source of funds or fee waiver plan that will enable students to access college courses, TSI assessments, textbooks and college fees; without cost to the student:	N/A

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Statutory Requirement 11:Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** modelmust deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the processes the LEA/campus will take to build the number of college courses available to students to gain during high school to a minimum of six (6) by the start of the 2016-2017 to sixty (60) by the start of 2017-2018 school year:	N/A

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Statutory Requirement 12:Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** modelmust deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the academic, social, college readiness and college access services that will be in place by Fall 2016, to support student success in college-level coursework and continued post-secondary education pursuits:	N/A

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 108912-044	Amendment # (for amendments only):

Statutory Requirement 13:High-quality preschool programming

Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver a preschool program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the schedule and staffing pattern for the full-day preschool that will meet standards for high qualification of staff, required child-to-staff ratios, required class size limitations and comparable staff salaries. Indicate if the campus will partner with community-based provider to deliver the preschool.	N/A
Describe how the preschool program proposed is: research-based; vertically aligned in math, science, literacy, language through the elementary grades; and develops socio-emotional skills:	N/A
Describe the student assessment data that will be examined for the preschool and kindergarten classes that inform continuous improvement and next-grade readiness:	N/A

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 14:Screening and Selecting Staff

Applicants proposing a **TURNAROUND** modelmust measure the effectiveness of staff to work in the turnaround environment. In screening all existing staff, no more than 50% may be rehired to work in the turnaround model. Please review the description of requirements for educator screening and selecting staff under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe process for screening all staff that existed prior to implementation of the turnaround model, including the criteria for best-fit in the turnaround model:	N/A
Indicate the number of existing staff rehired for work in the turnaround model implementation:	N/A
Describe process for selecting new staff, including the criteria for best-fit in the turnaround model:	N/A
Indicate the number of new staff hired for work in the turnaround model implementation:	N/A
Indicate the start date for the new turnaround implementation staff; including rehires and new hires:	N/A

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 15:New Governance Structure/Turnaround Office

Applicants proposing a **TURNAROUND** model must adopt a new campus governance structure in which the school may report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports to LEA executive leadership, or enter into a multi-year contract with the LEA for added flexibility in exchange for greater accountability. Please review the description of requirements for new governance structure under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall describe the new governance structures planned in the space below.Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

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Statutory Requirement 16:Whole-School Reform Model Developer

Applicants proposing the **WHOLE-SCHOOL REFORM** model must implement an evidence-based model in partnership with a whole-school reform model developer. Please review the description of requirements under the Whole-School Reform model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.Applicants not proposing a Whole-School Reform model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name the model developer with whom you will partner to implement the whole-school reform:	Success for All
Describe the record of success the model developer has shown in implementing whole-school reform strategies:	Success for All has been researched by over thirty institutions for more than two decades. SFA has been found to increase reading achievement, cut the achievement gap between African Americans, Hispanic, and white students, and prepare teachers to support the needs of English language learners. In 2010, Success for All received the highest score in the Department of Education's Investing in Innovation (i3) scale-up competition, which required strong scientific evidence of effectiveness.More than 500 mostly high-poverty Title I schools in 47 states are currentlyimplementing the Success for All comprehensive reform program with externalassistance provided by SFAF.
Name and describe the study/studies examined that support the efficacy of the model selected. Include information about the study's sample size and multi-site sampling. Include key findings showing impact on student achievement. Additionally, provide citations for the study publications:	Success for All was evaluated in a three-year randomized control trial, the gold standard of research, funded by the U.S. Department of Education between 2002 and 2006. The study included 35 schools and more than 3000 students. Students in SFA schools achieved at significantly higher levels than similar students in control schools. The difference in student performance in only three years was enough to cut the black-white achievement gap in half (Borman, Slavin, Cheung, Chamberlin, Madden, and Chambers, 2007). In a series of studies involving more than 6,000 students in high poverty schools over ten years, students in SFA schools were, on average, a full grade level ahead of students in similar control schools by the fifth grade. This difference was maintained during middle school even though the intervention was finished (Borman and Hewes, 2002). Six studies have involved ELLs and have shown that SFA increases their reading levels substantially more than those ELLs in control schools (Cheung and Slavin, 2005). A meta-analysis of research on twenty-nine models categorized Success for All as one of only three programs with the "Strongest Evidence of Effectiveness" (Borman, Hewes, Overman, and Brown, 2003).

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Statutory Requirement 17:Operations under a Charter School Operator, CMO or EMO.

Applicants proposing a **RESTART** model must convert or reopen the school under a charter school operator, charter management organization (CMO), or education management organization (EMO); using a rigorous review process to select a provider who will restart the organization. Please review the description of requirements under the Restart model in Schedule #2 Provisions and Assurances.

In the space below, these applicants shall describe the rigorous process to be used to select the restart organization; criteria used for selection; timeline for provider selection; and anticipated date for school reopening/conversion. Applicants not proposing a Restart model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 18:Enrollment in higher achieving schools

Applicants proposing a **CLOSURE** model must enroll students who attended the school a higher achieving school within reasonable proximity to the closed school.

These applicants shall describe the processes, key activities, and timeline they will undertake within one year in order to transition students to higher achieving school in the space below.Applicants not proposing a Closure model shall indicate below with "N/A".

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N/A

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 108912-044	Amendment # (for amendments only):

TEA Program Requirement 1:Interventions to meet Model Requirements and Timeline

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

List the most important areas in which the campus will achieve increased academic performance through an improved instructional program through this grant.

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Critical Success Factor:	*Academic Performance/Improve the Instructional Program*

	Planned Intervention	Period for Implementation
1.	Improve student achievement in reading/ELA through the implementation of Success for All model across all grade levels. Purchase needed instructional materials for all content areas	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Improve curriculum by using a school-wide instructional focus to meet students' needs	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Improve the use of data collection and analysis to inform instruction in all content areas Teachers will work with Curriculum and Evaluation specialists to look at student work samples such as portfolios in addition to assessment data in relation to the TEKS to identify students' needs, improve assignments and instruction, assess student progress, and inform professional development	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Improve teacher's capacity as literacy teachers in all classrooms	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	Implement a highly guaranteed and viable curriculum that is both vertically and hortizontally aligned	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.	Implement a response to intervention model for math including teacher-driven and technology-based instruction and intervention.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
7.	Hold regular on-going content-based vertical and horizontal PLCs focused on student data.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3

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TEA Program Requirement 2:Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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Critical Success Factor:	*Increase Teacher Quality*

	Planned Intervention	Period for Implementation
1.	Implement Enhanced Teacher Appraisal System as approved through the TEA; Administrators and teacher will conduct instructional walkthroughs across grade levels and contents to determine professional development needs	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Create a data team and hold an instructional workshop each summer to study data and develop data prep resources to help teachers effectively inform instruction	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Teachers will attend training on best practices in instructional content strategies. All content area teachers will trained in AP Summer Institute	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Success for All will teach and coach teachers with planning and modeling of lessons	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	Teachers will participate in training on the use of interactive white boards	☒ Year 1 ☐ Year 4 ☒ Year 2 ☐ Year 5 ☐ Year 3
6.	All teachers will participate in a common planning period daily from 3:20-4:05 PM.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
7.	Provide opportunities for teacher improvement and growth by offering scholarships for post graduate classes	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3

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TEA Program Requirement 3:Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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Critical Success Factor:	*Increase Leadership Effectiveness*

	Planned Intervention	Period for Implementation
1.	Conduct instructional walk throughs across grade levels and contents to ensure curriculum alignment and fidelity of instruction	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Team analyze assessment data and plan explicit action steps to address needs. Core area departments will meet daily for no less than 30 minutes. Agendas, meeting minutes and attendance will be kept by department chair, turned in monthly and reviewed by the principal.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Train leadership team on TAP Rubric and utilize the rubric to provide specific feedback on instructional areas of refinement and reinforcement with all content teachers	☒ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
4.	Leadhership team will conduct instructional walkthroughs across grade levels and contents to provide feedback regarding instruction (coaches, instructional leadership teams, peers)	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	Leadership team and teacher leaders will attend various professional development opportunities that target effective leadership skills such as the annual Model Schools Conference	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.	The leadership team including the principal will meet regulary with district coordinator for school improvement. Leadership team will meet regulary with feeder elementary schools	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
7.	Plan to meet with leadership team to develop rubric for reward system using STAAR growth measure, value-added data, student achievement and reading assessment data	☒ Year 1 ☐ Year 4 ☒ Year 2 ☐ Year 5 ☐ Year 3

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TEA Program Requirement 4:Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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Critical Success Factor:	*Increase Use of Quality Data to Inform Instruction*

	Planned Intervention	Period for Implementation
1.	Implement the use of Data Wise school improvement process to identify and address specific learning centered-problems and problems of practice; implement book study program to support continued professional growth	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Purchase hardware, software and applications that will allow teachers to integreate more techonology into instruction and intervention using a structured, annual plan	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Administer teacher-driven and technology-based reading and math benchmarks at the beginning, middle and end of the year to assess progress	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Administer formative assessments to evaluate learning progress and determine what instructional adjustments can be made	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	Monitor students in intervention in on going teacher-driven and technology-based progress monitoring/ assessments.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.	Create assessment teams to develop content based assessments aligned with TEKS to be administered according to the curriculum timeline	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
7.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3

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TEA Program Requirement 5:Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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Critical Success Factor:	*Increase Learning Time*

	Planned Intervention	Period for Implementation
1.	Provide extended day program including Communities in Schools (CIS) to provide intervention and enrichment	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Provide extended year through academic summer camps in all content areas with a focus on literacy, reading and writing in each of the disciplines	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Provide an increase in student services including tutoring and instruction after regular school hours by staggering teachers' daily schedules	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Aquire student workstation computers on wheels (COWs), that includes a class set of transportable technology equipment, such as laptop/iPad, digital camera, and a printer dedicated for student instructional use.	☒ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
5.	Add intervention time within the school day	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.	Provide one-hour extended sessions, at least 4 times weekly, concentrated in core content	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
7.	Provide extended day program including CIS to provide intervention and enrichment	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3

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TEA Program Requirement 5:Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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Critical Success Factor:	*Increase Parent/Community Engagement*	

	Planned Intervention	**Period for Implementation**
1.	Provide regular classes for parents on various topics including ESL instruction, technology, nutrition, and helping your students to be successful.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Develop a monthly newsletter for parents	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Extend library and computer lab hours 2 evenings per week and two Saturdays a month and provide section in library for parents' daily use	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Provide opportunities for parents/community input through meetings and surveys	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	Increase parent/stakeholder involvement with public meetings and parent education classes	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.	Particpate with the school district's efforts to provide health related services including medical and dental services to parents and students by partnering with a local hospital such as the Lonestar Program	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
7.	Implement Communities in Schools (CIS) Program	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 108912-044	Amendment # (for amendments only):

TEA Program Requirement 5:Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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Critical Success Factor:	*Improve School Climate*

	Planned Intervention	Period for Implementation
1.	Provide various recognition opportunites for students such as perfect attendance and honor roll students, student of the week, MMS Pride Scholar Student.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Provide frequent celebrations for staff members to recognize achievements	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Administer OHI survey and community/parent engagement survey	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Improve school climate by enhancing current PBIS strategies	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	Implmentation of school-wide social skills/bullying prevention program and promote the program using school-wide culture projects such as Put-in Cups 'Be a Hero, Stop Bullying' fence design and purchase campus shirts to promote a sense of unification on the crisis topic.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.	Reward teacher effectiveness through an incentive program based on increased student achievement and/or met established criteria using the TAP rubric and state required appraisal system	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
7.	Establish various non-academic clubs based on students' interests	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 108912-044	Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	☒	☒	☒

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	☐	☐	☐
A02	Provide staff development on eliminating gender bias	☐	☐	☐
A03	Ensure strategies and materials used with students do not promote gender bias	☐	☐	☐
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	☐	☐	☐
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	☐	☐	☐
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
A99	Other (specify)	☐	☐	☐

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	☐	☐	☐
B02	Provide interpreter/translator at program activities	☐	☐	☐
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	☐	☐	☐
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	☐	☐	☐
B05	Develop/maintain community involvement/participation in program activities	☐	☐	☐
B06	Provide staff development on effective teaching strategies for diverse populations	☐	☐	☐
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	☐	☐	☐
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	☐	☐	☐
B09	Provide parenting training	☐	☐	☐
B10	Provide a parent/family center	☐	☐	☐
B11	Involve parents from a variety of backgrounds in decision making	☐	☐	☐

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Schedule #18—Equitable Access and Participation(cont.)				
County-District Number or Vendor ID: 108912-044		Amendment number (for amendments only):		

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	☐	☐	☐
B13	Provide child care for parents participating in school activities	☐	☐	☐
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
B16	Offer computer literacy courses for parents and other program beneficiaries	☐	☐	☐
B17	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
B18	Coordinate with community centers/programs	☐	☐	☐
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	☐	☐	☐
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	☐	☐	☐
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	☐	☐	☐
B99	Other (specify)	☐	☐	☐

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	☐	☐	☐
C02	Provide counseling	☐	☐	☐
C03	Conduct home visits by staff	☐	☐	☐
C04	Provide flexibility in scheduling activities	☐	☐	☐
C05	Recruit volunteers to assist in promoting gang-free communities	☐	☐	☐
C06	Provide mentor program	☐	☐	☐
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐

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Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	☐	☐	☐
C09	Conduct parent/teacher conferences	☐	☐	☐
C10	Strengthen school/parent compacts	☐	☐	☐
C11	Establish partnerships with law enforcement agencies	☐	☐	☐
C12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	☐	☐	☐
C99	Other (specify)	☐	☐	☐

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	☐	☐	☐
D02	Provide counseling	☐	☐	☐
D03	Conduct home visits by staff	☐	☐	☐
D04	Recruit volunteers to assist in promoting drug-free schools and communities	☐	☐	☐
D05	Provide mentor program	☐	☐	☐
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐
D07	Provide community service programs/activities	☐	☐	☐
D08	Provide comprehensive health education programs	☐	☐	☐
D09	Conduct parent/teacher conferences	☐	☐	☐
D10	Establish school/parent compacts	☐	☐	☐
D11	Develop/maintain community partnerships	☐	☐	☐
D12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	☐	☐	☐
D99	Other (specify)	☐	☐	☐

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	☐	☐	☐
E02	Provide program materials/information in Braille	☐	☐	☐

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	☐	☐	☐
E04	Provide program materials/information on tape	☐	☐	☐
E05	Provide staff development on effective teaching strategies for visual impairment	☐	☐	☐
E06	Provide training for parents	☐	☐	☐
E07	Format materials/information published on the internet for ADA accessibility	☐	☐	☐
E99	Other (specify)	☐	☐	☐

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	☐	☐	☐
F02	Provide interpreters at program activities	☐	☐	☐
F03	Provide captioned video material	☐	☐	☐
F04	Provide program materials and information in visual format	☐	☐	☐
F05	Use communication technology, such as TDD/relay	☐	☐	☐
F06	Provide staff development on effective teaching strategies for hearing impairment	☐	☐	☐
F07	Provide training for parents	☐	☐	☐
F99	Other (specify)	☐	☐	☐

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	☐	☐	☐
G02	Expand tutorial/mentor programs	☐	☐	☐
G03	Provide staff development in identification practices and effective teaching strategies	☐	☐	☐
G04	Provide training for parents in early identification and intervention	☐	☐	☐
G99	Other (specify)	☐	☐	☐

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	☐	☐	☐
H02	Provide staff development on effective teaching strategies	☐	☐	☐
H03	Provide training for parents	☐	☐	☐
H99	Other (specify)	☐	☐	☐

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	☐	☐	☐
J02	Ensure all physical structures are accessible	☐	☐	☐
J99	Other (specify)	☐	☐	☐

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	☐	☐	☐
K02	Develop and implement a truancy intervention plan	☐	☐	☐
K03	Conduct home visits by staff	☐	☐	☐
K04	Recruit volunteers to assist in promoting school attendance	☐	☐	☐
K05	Provide mentor program	☐	☐	☐
K06	Provide before/after school recreational or educational activities	☐	☐	☐
K07	Conduct parent/teacher conferences	☐	☐	☐
K08	Strengthen school/parent compacts	☐	☐	☐
K09	Develop/maintain community partnerships	☐	☐	☐
K10	Coordinate with health and social services agencies	☐	☐	☐
K11	Coordinate with the juvenile justice system	☐	☐	☐
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
K99	Other (specify)	☐	☐	☐

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	☐	☐	☐
L02	Establish partnerships with parents of highly mobile families	☐	☐	☐
L03	Establish/maintain timely record transfer system	☐	☐	☐
L99	Other (specify)	☐	☐	☐

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	☐	☐	☐
M02	Conduct home visits by staff	☐	☐	☐

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	☐	☐	☐
M04	Conduct parent/teacher conferences	☐	☐	☐
M05	Establish school/parent compacts	☐	☐	☐
M06	Provide parenting training	☐	☐	☐
M07	Provide a parent/family center	☐	☐	☐
M08	Provide program materials/information in home language	☐	☐	☐
M09	Involve parents from a variety of backgrounds in school decision making	☐	☐	☐
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
M11	Provide child care for parents participating in school activities	☐	☐	☐
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
M14	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
M15	Facilitate school health advisory councils four times a year	☐	☐	☐
M99	Other (specify)	☐	☐	☐

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	☐	☐	☐
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	☐	☐	☐
N03	Provide mentor program for new teachers	☐	☐	☐
N04	Provide intern program for new teachers	☐	☐	☐
N05	Provide an induction program for new personnel	☐	☐	☐
N06	Provide professional development in a variety of formats for personnel	☐	☐	☐
N07	Collaborate with colleges/universities with teacher preparation programs	☐	☐	☐
N99	Other (specify)	☐	☐	☐

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	☐	☐	☐
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	☐	☐	☐

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	☐	☐	☐
P99	Other (specify)	☐	☐	☐

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	☐	☐	☐
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
Q03	Conduct program activities in community centers and other neighborhood locations	☐	☐	☐
Q99	Other (specify)	☐	☐	☐

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐

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